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long and unfamiliar. There is then a re-reading of the problem with attention directed to detailed identification of numbers while copying or computing.

The practical applications to classroom teaching which the author makes in the last chapter are clear and convincing and in harmony with the best principles of teaching reading. One cannot rest assured that even the most economical or common practices of the adults studied should be taken as an ideal of achievement for children since they represent merely the habituations which an imperfect pedagogy has fixed upon them. But here at least is furnished a new approach to a better understanding of the psychology of arithmetic in some of its phases, which should be taken advantage of in a direct study of childhood and a comparative evaluation of methods.

PAUL V. WEST

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New edition of Stone reasoning tests.—In 1908 C. W. Stone published his *Arithmetical Abilities and Some Factors Determining Them*. The exhaustion of the edition of this monograph has been made the occasion for publishing a new manual¹ dealing with arithmetical-reasoning tests and their utilization. The manual is devoted almost entirely to reasoning tests because of the improved instruments that have been designed for the measurement of fundamental operations since the appearance of the original Stone test for this purpose.

The author had two aims in preparing this manual: (1) to supply more help than was earlier given for supervising and teaching the reasoning phases of arithmetic; (2) to further, in some measure, progress in the scientific study of the teaching of arithmetic.

Besides the well-known Reasoning Test I, Stone publishes an additional test, Reasoning Test II, and also provides a preliminary test in reasoning for use with both I and II. The preliminary test is not available in printed form, but the others can be procured from the Bureau of Publications, Teachers College, Columbia University.

In addition to copies of the tests mentioned, there are presented in the manual detailed directions for administering and scoring the tests, standards for each of four bases of scoring, graphic means of representing scores, and methods of utilizing results.

For many years it has been agreed that computational skill and reasoning ability are the two leading objectives in the teaching of arithmetic. The relative importance of the two has not been determined, but if one were to judge by the attention given to computation by teachers and measuring experts, there could be but one conclusion. It seems clear that arithmetical reasoning has been comparatively neglected by teachers and test-makers. One can

¹ CLIFF W. STONE, *Standardized Reasoning Tests in Arithmetic and How to Utilize Them*. Teachers College Contributions to Education, No. 83. New York: Teachers College, Columbia University, 1921 (revised and enlarged). Pp. v+33.

list a fairly numerous array of arithmetical-reasoning tests, but the attack of the experts in this field has been neither inspired nor sustained. Slight progress has been made in the years since Stone's Reasoning Test I appeared. If the writer were asked to recommend an arithmetical-reasoning test for public-school use in Grades V to VIII, and the purpose was both measurement and diagnosis by the same instrument, his selection would be Stone's Reasoning Test I, scored by the method of counting partial solutions. Data tending to justify this judgment will shortly be published. An analysis of the method and content of various arithmetical-reasoning tests reveals marked variations among them with regard to (1) length of time allowance, (2) use of preliminary exercises, (3) kind of problems, (4) differentiation of problems for different grades, (5) provision of space for computation, (6) use of weighting, and (7) general basis of scoring. It would seem that in the Stone test a rather fortunate emphasis has been placed upon these various factors.

FREDERICK S. BREED

An analysis of reading ability.—One of the most comprehensive treatments of the field of reading which has appeared since Huey's outstanding work is a recent book¹ by Professor C. T. Gray. The book not only covers the present tendencies in the teaching of reading, but also includes an elaborate historical survey of the earlier scientific studies in this field.

The specific purpose of the author has been to make an extensive analysis of the various phases of reading ability, to make a compilation of tests and methods of observation for diagnostic purposes, and then to follow this by a discussion of the specific remedial measures available for correcting deficiencies which may be apparent.

Out of a total of 420 pages, some 260 are given to the first topic, the analysis of reading ability. This analysis is organized into four general divisions. In the first the author attacks the problem from the standpoint of reading tests and their results. A critical review of the available reading tests, together with a survey of some of the typical results of tests, makes up the content of this division. The second division is concerned with the analysis of reading ability from the standpoint of the perceptual elements involved. The many scientific studies in this field are reviewed, covering such elements as span of perception, variations for different school grades, effect of arrangement on perceptual span, effect of practice on span of perception, effect of qualitative difference in printed matter, and methods of perceiving words. The third stage of analysis deals with the motor processes involved. Such motor elements as vocalization, breathing, and eye-movement habits are given an extensive treatment. The fourth division of the section on analysis discusses reading ability from the standpoint of the higher mental processes. Association, imagery, attention, and comprehension are the major topics. The section on

¹ CLARENCE TRUMAN GRAY, *Deficiencies in Reading Ability*. Boston: D. C. Heath & Co., 1922. Pp. xiv+420.